



ILLINOIS PLACEMENT RECOMMENDATIONS

Overview for SJR 41 Council

January 10, 2020

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PLACEMENT RECS HISTORY

- Community College System determined some work in placement needed to be done due to inconsistencies in placement.
 - Fairness, equity, and consistency issue
- Chief Academic Officers, Chief Student Service Officers developed
- IL Math Association of Community Colleges reviewed and endorsed
- President's approved
- ICCB endorsed

PLACEMENT RECOMMENDATIONS

- The document **recommends** that colleges use multiple measures for placement.
 - Suggest a list of valid scores across multiple placement tools
 - Require further research on validity
 - For example, The ICCB is working in partnership with the College Board to capture data points based and comparisons from SAT exams
 - Require an implementation workgroup

DETAILS OF THE RECOMMENDATIONS

- Math Courses:
 - Quantitative Literacy (M1901)
 - Statistics (M1902)
 - Math for Elementary Teaching (M1903)
 - General Education Math (M1904)
 - Elementary Math Modeling (M1907)
- English Courses:
 - Writing Course Sequence (C1900 or C1900R)
 - Oral Communication (C2900)

DETAILS OF THE RECOMMENDATIONS

- PARCC score of 4 or 5 in subject area
- ACT
 - 22 in Math
 - 19 in English
- SAT
 - 530 Math
 - 480 English
- Placement tests with appropriate scores
- High School GPA
 - English: 3.0 (on an unweighted 4.0 scale)
 - Math: 3.0 with successful completion of 4th year of math
- Transitional Math
- GED score of 165

DETAILS OF THE RECOMMENDATIONS

- May accept a lower score on individual method in combination with other placement methods or with supports (co-requisite)
- Such additional activities shall in no way infringe upon the student's ability to enroll in college-level courses
- Expiration:
 - English: no less than three years
 - Math: no less than 18 months
- Recommendation to enroll in English and math during first semester
- Other methods may award college credit and therefore placement is not necessary: AP, CLEP, IB, dual credit, etc.

PLACEMENT STANDARDS WORKGROUP

- Convened November 2018
- Included cross section of Chief Academic Officers, Chief Student Services Officers, Institutional Researchers/Data Personnel, Faculty from both English and mathematics
- The primary goal has been to work through issues that may arise for institutions as a result of implementation

PLACEMENT STANDARDS WORKGROUP

- Working to identify effectively research framework including variables and significant data questions/data points e.g.
 - Short Term Persistence points may include
 - Completion of the gateway course within the first year of enrollment
 - GPA (cumulative and by gateway course)
 - Credit accumulation
 - Transfer status
 - Movement from developmental course to credit-bearing gateway courses
 - Completion points may include
 - Transfer status
 - Completion of associate degree or GECC credential
 - Completion within 150% of time
- Implementation by Fall 2020

IMPLEMENTATION STATUS

FULL	FALL 2020	STARTED
15	10	11

**OVER 50% OF COLLEGES IMPLEMENTED
BY FALL 2020**

PLACEMENT STATUS AS OF FALL 2019

- ACT MATH
 - 36 use recommended standard
 - 2 have a higher requirement
 - 5 have at least one course different
 - 5 unknown/unclear
- ACT English
 - 33 use recommended standard
 - 4 have a higher requirement
 - 5 with combination of requirements (English and Reading scores)
 - 6 unknown/unclear

PLACEMENT STATUS AS OF FALL 2019

- SAT MATH
 - 32 use recommended standard
 - 4 have a higher requirement
 - 5 have at least one course different
 - 7 unknown/unclear
- SAT English
 - 41 use recommended standard
 - 1 has a higher requirement
 - 6 unknown/unclear

PLACEMENT STATUS AS OF FALL 2019

- Most colleges currently use Accuplacer as the default English placement exam
- Colleges are about evenly split between Accuplacer and ALEKS for math placement
- Many college are trying to work through data collection of GPA. Issues include
 - Gathering non-weighted score
 - Consistency in reporting GPA range
 - Ability to gain HS transcript in timely ways
- Other new processes include tracking and reporting of:
 - Transitional Math courses approved for portability
 - GED scores
 - Holistic data from the placement process – what and when to collect.

A Sample of Course Sequences

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WHAT WE SEE

- PRELIMINARY ASSESSMENT
- It's COMPLICATED!
 - Must be careful that positive reforms do not fuel overcomplication
 - Advisors must be able to translate these sequences effectively for students
- Main goal: For students to get into and through gateway courses successfully (C or better), in their chosen path.

QUESTIONS?